

Assessment policy

Contents

1. Aims	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches.....	2
4.1 In-school formative assessment.....	3
4.2 In-school summative assessment.....	4
4.3 Nationally standardised summative assessment	5
5. Collecting and using data	5
6. Reporting to parents	6
7. Inclusion.....	6
8. Training	7
9. Roles and responsibilities.....	7
10. Monitoring.....	8
11. Links with other policies	8
Appendix A:Assessment Grids Guidance for Maths and English.....	9

1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Support assessment for learning strategies (AFL) to be a consistent part of everyday lessons
- › Support continuity and progression between year groups, key stages and schools.
- › Inform pupil organisation and distribution of resources (support, professional development etc.) throughout the school
- › Use assessment data to inform our teacher, parent, pupil consultations and reports.
- › Ensure that everyone's progress is built upon year by year to remove pressures on Years 2 and 6.
- › Ensure that pupils achieve standards in line with similar schools.
- › Raise standards of attainment by improving teaching and learning and identifying and plugging gaps to help children achieve age related expectations.
- › Establish efficient and effective systems that aren't onerous or unnecessary workload. We aim for our assessments to be purposeful and manageable.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Effective assessment provides information to improve teaching and learning. We believe a range of forms of assessment should be used to inform teaching and learning. Assessments should be efficient and effective so as not to create unnecessary workload and be meaningful and motivating to the pupils.

4. Assessment approaches

At Stottesdon CofE Primary we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve. Pupils understanding and actively engaging in what they are learning (Learning objective), how they are doing against this aim, and what they need to do to improve further (next learning steps) is fundamental to progress.
- › **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our school's approach to formative assessment includes:

- Our [progression documents](#) for all subjects (including the EYFS) which provide the backbone of knowledge and skills in each class. These are summarised in the [termly curriculum maps](#) for each class. Together these documents underpin the progression of learning that teacher's design and children experience. Key concepts and skills are explicit in the learning objectives and activities (which are designed to achieve and practice the concepts and skills).
- Feedback, which to be most effective, should be as soon as possible. As a result, we prioritise verbal feedback, peer assessment, self marking/assessment and 'check ins' in lessons (to see if pupils are on the right track). Pupils need to get a sense of how they are doing against the learning objective, any strengths and any next steps. We also mark work against the learning objectives and provide feedback on strengths or next steps as appropriate (for further information see our Marking and Feedback policy).
- Skilful questioning and focussed dialogue (whole, group, paired) to assess and gauge understanding and misconceptions.
- Observation of children's work/activity/confidence/contribution.
- Mixing in a 'no hands up' approach and targeted questioning which promotes the active learning of all pupils and teacher assessment of verbal responses.
- Teachers being explicit about what 'good' looks like so children can continually self assess.
- Regular low stake assessments (e.g. multiple choice), 'check ups' (warm up questions), retrieval practice, dictation or 'what do we know?' openers to support teachers and pupils checking their learning, addressing misconceptions and embedding learning into long term memory (as children are regularly required to actively draw on their learning).
- Children knowing their next steps in learning in English and Maths through whole class targets or individual targets as appropriate. Our older children, in order to prepare for Secondary school, will have increasing ownership of progression grids and their next steps themselves. These targets/next steps will be shared with parents in reports and at parent's evenings.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our school's approach to summative assessment includes:

- End of topic or unit assessment. Teachers will use their professional knowledge (through formative and summative assessments) to provide a summative judgement against progression documents. Children will be considered to be:
 - expected or secure with the knowledge and skills
 - emerging or working towards the knowledge and skills (in some subjects this will be split into emerging and developing)
 - showing mastery or greater depth (sometimes described as exceeding) of the knowledge and skills.
- Class progression grid records for the following subjects: Art, DT, Music, Geography, History, PSHE, ICT, RE, (although Purple Mash evidence is individual), French. Summative assessments are used by teachers and subject leaders to evaluate and inform provision.
- Individual progression grid records for the following subjects: Maths, English, Science, PE. Summative assessments are used by teachers and subject leaders to evaluate and inform provision. See appendix for further information on Maths and English (reading and writing) tracking grids.
- Otrack will be used as a central tracking tool for Maths, English and Science. Maths and English (reading, writing and GPS in older classes) will have termly data entry (3 times a year) and science will be annual. English and Maths summative judgements feed into termly pupil progress reports to evaluate and inform provision.
- Our Early Years Foundation Stage four check points (Baseline, End of Autumn, Spring, End of year/ELG judgements) in the 7 areas of learning (PSE, CL, PHY, MATHS, LIT, EAD, UW) as a summative record of progress and attainment to evaluate and inform provision.
- Mini-tests - teachers will keep data/results of mini tests to track children's knowledge and skills (e.g. phonics checks; key word checks; spelling check; arithmetic checks; comprehension checks; end of unit science checks). These will not be collected centrally but should be used by teachers to inform and target provision as appropriate.
- More standardized termly assessments in the core subjects (Rising Stars; PIRA assessments; Herts for learning assessments; Sample SATs; rich task assessments; phonic screening assessments) to inform termly judgements which are tracked on Otrack.

- Writing assessments which use 2 - 3 independent writes per term and the individual assessment sheets. Writing assessments allow for editing and improvement against success criteria but specific editing guidance (e.g. you've missed a full stop) should not be given.
- Provision map targets (which aim to 'close the gap') for SEN children and those who are a Record of Concern (ROC) which will be evaluated termly in order to inform new termly provision maps. Evaluation and provision for SEN children will be communicated to parents termly. See SEND Policy for further information.
- Moderation activities. Writing is moderated internally (termly) and externally (annually with the trust and LA - if selected). As part of our school development plan and professional development we are also moving to moderating judgements in all subjects through deep dives that look at the progression of themes in the school (e.g. drawing, working scientifically etc). Moderation work in wider subjects is also beginning to extend externally e.g. RE moderation and we hope to extend this to all subjects in a manageable way.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments for primary schools include:

- › Early Years Foundation Stage (EYFS) profile at the end of reception
- › Phonics screening check in year 1
- › Year 4 Multiplication Check
- › National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

The school maintains a central tracking system for EYFS check points, reading, writing, GPS, maths and science for all pupils across the school. This is updated at termly (annually science) and is used, to set pupils annual targets and end of phase targets (alongside the higher set of FFT targets). The tracking system is used termly to analyse and evaluate pupil progress at pupil progress meetings with teachers. Outcomes of this analysis inform targets, interventions, use of resources (including human), CPD, performance management. The Headteacher produces a pupil progress report termly which evaluates progress of all cohorts and groups and is in turn used to inform the next stages of the SDP.

6. Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, termly curriculum maps, homework tasks, reading journals, reports, open days, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. The basis of all, more formal, pupil/teacher/parent consultations, bi-annual and annual reports is effort, progress, attainment and the next stages of learning in the National Curriculum subjects and Religious Education. A crucial element to discussions and reporting also includes children's personal and social development, their attitude to learning and learning behaviours. A format for reports has been agreed (see staff resources;reports) and staff meeting time is given to support the quality of the content of these. The report format includes a section for parents to add their comments and responses.

As a result of our consultations and reports:

- Parents and children should be able to identify their child's effort, progress, attainment, strengths, and areas for development across all subjects.
- Parents should know their children's attitudes to learning and learning behaviours.
- Teachers, pupils and parents should know and celebrate achievements
- The school and home should have a way of working on areas for development together.
- Parents should understand their child's attendance record (and the importance of this).
- The outcomes of any national, standardised summative tests.

Consultations with parents are held in the Autumn and Spring Terms. Written reports are sent twice a year (January and towards the end of the Summer Term) and followed by an individual consultation. Parents of children in the Nursery have access to their child's tapestry learning journal and regular liaison with staff/key workers. Age 2 checks (reports covering the prime areas) are sent before the 3rd birthday. More formal Nursery consultations happen during the summer term before the child leaves for Reception to review and track progress.

In addition, parents are welcome to make an appointment at any time during the school year should they have a particular concern they wish to discuss.

7. Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The principles of this assessment policy apply to all pupils, including those with special educational needs, disabilities or protected characteristics. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting equality and including pupils with disabilities or special educational needs.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. This may be through staff meetings, joint moderation, courses, working alongside colleagues, moderation with other schools.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- › Ensuring that the policy is adhered to
- › Monitoring standards (with subject leads) in core and foundation subjects
- › Analysing pupil progress and attainment, including individual pupils and specific groups
- › Prioritising key actions (along with subject leads) to address underachievement (SDP)
- › Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 The SENCO

The SENCO is responsible for:

- › Overseeing the quality and impact of provision maps
- › Monitoring, with staff, the progress of SEN children

9.4 Subject Leaders

Subject leaders are responsible for:

- › Keeping progression grids up to date and accessible to staff and through the website.
- › Monitoring, with staff, the progress and attainment children against the progression grids
- › Using assessment information to evaluate and inform strengths and areas for development
- › Developing practice to support areas of development in their subject

9.5 Teachers and teaching assistants

Teachers are responsible for following the assessment procedures outlined in this policy. Teaching assistants support teachers in their role.

10. Monitoring

This policy will be reviewed bianually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher and subject leaders are responsible for ensuring that the policy is followed. They will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- › Curriculum policies
- › Early Years Foundation Stage policy
- › Teaching and Learning Policy
- › SEND Policy
- › Marking and Feedback Policy

Appendix A: Assessment Grids Guidance for Maths and English

- These assessment grids are a tool for tracking pupil progress throughout the academic year. They are intended, primarily, for teacher use.
- The school supports the use of assessment grids being in pupil books to aid assessment when working with children or when marking and reviewing. As children get older they may also use them to review their work.
- Assessment grids should be used to inform planning for teaching and learning, and to help identify gaps in learning.
- Children should be given individual targets based on the gaps identified from teacher assessment. These targets should be shared with children and parents so they know their next steps and pupils should aim to achieve and review them as part of an ongoing process. To support efficiency and effectiveness targets may be themed for the whole class or for target groups. Targets should be easily accessible, actively known and regularly referred to in teaching and learning.
- As the emphasis of the new National Curriculum is on pupils mastering the content of their year group, teachers are discouraged from rushing children through the stages in order to show progress in their data. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems and tasks before any acceleration through new content. Of course there will be a time when children are ready for new content but mastery should be aimed at first.
- The aim of the new National Curriculum is for the vast majority of pupils to be working on the age appropriate PoS (Programme of Study). For pupils not working at age appropriate expectations, gaps in knowledge and understanding from the curriculum of previous year groups should be prioritised alongside the age appropriate curriculum in order to close gaps (there may be a few pupils for whom this is not an appropriate curriculum – See SEN policy)

How to use the Assessment Grids

- The statements from the assessment grids are all taken from the relevant PoS in the National Curriculum and the Interim Standards. Where examples are given, these are not all statutory but provide guidance and support.
- For accurate tracking, each pupil should be assessed individually using a tracker grid. Highlighting should be in the following colours to indicate times of achievement. Ideal progression is also indicated.

Autumn Term	Yellow highlighter	Aim is at least E+ as this indicates at least 25% of objectives *
Spring Term	Green highlighter	Aim is at least D as this is 50% of objectives. As close to D+ is more secure for 2/3 of the year. *
Summer Term	Pink highlighter	Aim is at least S (75% of objectives and all NN's) *

*Please note that Maths at Y1 and Y2 have termly assessment grids which are a meet all criteria for the expectation each term (flexibility of one or two objectives as appropriate)

- Statements should only be highlighted when the skill or concept is completely embedded or you have seen it applied independently in a range of different contexts, subjects and situations. If you are not sure, do not highlight until you have seen further evidence. Remember some elements in writing (e.g. spelling) can be assessed through dictation.
- The emphasis of the new National Curriculum is 'mastery' and breadth of understanding, therefore teachers must ensure plenty of opportunity for consolidating their learning in a wide range of contexts and subjects. The assessment grids are not intended as a tick list and teachers should not think about how many times they have seen a skill but rather if the skill is completely embedded.
- The assessment grids should be used throughout the year and statements can be highlighted at any point. However, a judgement should be made on the stage at which a child is working, termly. This will be inputted into our school tracking system to evaluate progress and adapt provision as necessary.
- Non-Negotiable statements are those which are considered crucial to the child's understanding at the relevant stage and are underlined. Before moving on to the next year's assessment grid, all NN's must be highlighted. If specific NN's are preventing children progressing to the next year's grid, then targeted support/intervention should be provided.
- 2/3 - 3/4 of the weighting should be based on number when making a judgement in maths. Shape, space and measure are weighted less. (These are shaded in grey).
- At the end of a term, teachers should count the number of highlighted statements and choose the appropriate stage. Within a year group, children will either be working at Emerging (E), Emerging + (E+) Developing (D), Developing + (D+), Secure (S) or Secure+/Mastery(S+).
- It is important that moderation is carried out throughout the year to ensure consistency and accuracy throughout the school and across schools. Assessment grids should be passed up to the next teacher and discussed during a transition meeting.
- Teachers should ensure that all statements from the previous year are embedded before moving onto the next PoS. If a child ends a year on Developing + or above they should begin the new year on the new year group sheet and track back where necessary.
- Parent reports will have 5 levels of reporting (Below; Emerging at National Expectations; Developing to National Expectations; Secure at National Expectations; Shows Greater Depth (exceeding in some aspects) of National Expectations. Below and Exceeding will internally receive the appropriate point for accurate tracking.